**A CONJUNCTION ANALISYS OF RECOUNT TEXTS CONSISTED IN ENGLISH TEXTBOOK “ENGLISH ON SKY 2” USED BY THE SECOND GRADE STUDENTS OF JUNIOR HIGH SCHOOL**

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**Abstract**

This study is aimed at a conjunction analysis of recount texts consisted in English textbook “English on Sky 2” used by the second grade students of junior high school. Firstly, the researcher focuses on knowing the text of conjunction in recount text from English textbook “English on Sky 2” for the second grade students of junior high school published by Erlangga. Secondly, the researcher focuses on knowing the most dominant type of conjunction in recount text from English textbook “English on Sky 2” for the second grade students of junior high school published by Erlangga. In this research, the researcher used descriptive qualitative method. The research of the analysis shows that there are four types of conjunction in all of the recount texts that have been analyzed. They are additive, comparative, temporal, and consequential conjunction. In additive conjunction, there are 23 conjunction or 25,27%, 4 comparative conjunction or 4,40%, 46 temporal conjunction or 50,55%, and 18 consequential conjunction or 19,78%. Temporal conjunction *but, after that, before, first,* *finally, then, when, while, after, as soon as, next,* and *since*  is the most dominant in the recount text in English textbook ‘English on Sky 2” that is 46 conjunction or 50,55%. Meanwhile, temporal conjunction *since* and *while* is the most rarely used that is 1 or 0.5%.

*Keywords:* *Conjunction Analysis, Recount Text, English Textbook, English on Sky 2.*

1. **Background**

Halliday – Hasan (1994:320) state that conjunction is somewhat different from the other cohesive relations. It is based on the assumption that there are in the linguistic system forms of systematic relationships between sentences. There are a number of possible ways in which the system allows for the parts of a text to be connected to one another in meaning. Conjunction is important, because in communication people use conjunction, both in spoken language and written language. The function of using conjunction in communication is to tie a word with another word, a clause with another clause. So it will help us to understand the connection of the sentences or the paragraphs.

1. **Research Method**

This research is descriptive qualitative research. According to Nunan (1992:3) research is a systematic process of injury consisting of three elements or components; (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data. The data of the research is the recount texts in “English on Sky 2” for the second grade students of junior high school. And the source of data that is used by the researcher is English textbook “English on Sky 2” for the second grade students of junior high school. Its main data are clauses in all recount texts in English textbook.

The researcher collects the data she needs from recount texts from English textbook for the second grade students of junior high school. The data was collected along with the purpose to get samples of conjunction in recount texts in the textbook of “English on Sky 2” that those the method. They are clauses in which each them will be analyzed into types of conjunction and the most dominant conjunction used in recount text from English textbook “English on Sky 2” for the second grade students of junior high school published by Erlangga. In this research, the researcher used descriptive qualitative method. In collecting the data, the researcher used document as data source. The data were analyzed by this steps: 1) Establish recount text in the book, 2) Divide recount texts into clauses, 3) Determine the types of conjunctions, 4) Calculate the numbers of conjunctions, and 5) Draw a conclusion.

1. **Finding and Discussion**

According to the previous chapter, the researcher aims to find out the conjunction in recount text from English textbook ‘English On Sky 2’ for the second grade students of junior high school published by *Erlangga*. There are twelve recount texts which are used in this research.

In this research, the researcher finds that conjunctions used in ‘Engliah on Sky 2’ are in the following table.

The percentage: Total types frequency of the sub-category X 100%

Total of all categories

According to the calculation above, kind of conjunction mostly used in the recount texts in ‘English on Sky 2’ is additive conjunction, there are 23 conjunction or 25,27%. 4 comparative conjunction or 4,40%, 46 temporal conjunction or 50,55%, and 18 consequential conjunction or 19,78%.In conclusion is the total of categories in conjunction in the recount texts in ‘English on Sky 2’ is 91 or 100%. In line with the theory Martin in Gerot and Wignell (1995:180-181).

Based on the research findings, The most dominant conjunction used in recount text consisted in English textbook “English on Sky 2” used by the second grade students of junior high school is temporal conjunction. The percentage of temporal conjunction is higher than others that is 46 or 50,55% and the second dominant of conjunction is additive that is 18 or 25,27%.

Therefore, those temporal conjunctions are always found in recount text. Meanwhile, temporal conjunction *since* is the most rarely used that is 1 or 0.5%. In other hand, additive conjunction *and* is very often found in a text to connect two sentence and found in a sentence to connect two clauses.

The less conjunction is comparative and consequential conjunction. Therefore, comparative conjunction *but* is the most rarely used that is 4 or 4,40%. Meanwhile, consequential conjunction *as a result, however, so, but, because,* and *although*  is 18 or 19,78%.

1. **Conclusion and Recommendation**

Based on the research finding which has been discussed, the researcher makes the conclusions as follow:

1. Conjunction in order to improve students reading skill and grammar mastery and to teach reading and grammar to the students of junior high school by understanding the conjunction as a part of cohesive element of a text.
2. The most dominant conjunction used in recount text consisted in English textbook “English on Sky 2” used by the second grade students of junior high school is additive conjunction and temporal conjunction. The percentage of temporal conjunction is higher than others that is 50,55% and the second dominant of conjunction is additive that is 25,27%. The most dominant conjunction is temporal conjunction and additive, a temporal conjunction is also dominant, because temporal conjunction *finally, then, when, after, while* and *since* used to explain sequence events. Therefore, those temporal conjunctions are always found in recount text. Meanwhile, temporal conjunction *since* and *while* is the most rarely used that is 1 or 0.5%. In other hand, additive conjunction *and* is very often found in a text to connect two sentence and found in a sentence to connect two clauses.

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